

Music KS3 Assessment Framework					
	Beginning Grade 1	Working Towards Grade 2-3	Expected Grade 4-5	Exceeding Grade 6-7	Excelling Grade 8-9
Building Bricks	<p>I can:</p> <p><b>Playing: Singing &amp; Performing</b></p> <p>Follow and perform a graphic score on a very basic level, with assistance</p> <p>Perform the first part of "Ode to Joy" demonstrating very basic accuracy in terms of pitch and duration and with some correct fingering</p> <p><b>Creating: Composing &amp; Improvising</b></p> <p>Create and perform very basic musical demonstrations, following much assistance and advice, illustrating one of the Elements of Music.</p> <p>Create a very basic piece of descriptive music with some awareness of how the Elements of Music are used to create an intended effect</p> <p><b>Critical Engagement: Listening &amp; Appraising</b></p> <p>Identify one or two of the 'basic' Elements of Music – e.g. pitch, tempo, dynamics, silence and duration when listening to and appraising a wide range of music</p> <p>Use a very basic musical vocabulary to describe dynamics (e.g. loud, soft, getting louder, getting softer) and tempo (e.g. slow, fast, getting slower, getting faster) with some accuracy</p>	<p>I can:</p> <p><b>Playing: Singing &amp; Performing</b></p> <p>Follow and perform a graphic score as part of a group</p> <p>Perform the first part of "Ode to Joy" demonstrating a reasonable degree of accuracy in terms of pitch and duration and with some correct fingering</p> <p><b>Creating: Composing &amp; Improvising</b></p> <p>Create and perform simple musical demonstrations, following advice, guidance or with support, illustrating one of the Elements of Music.</p> <p>Create a piece of descriptive music with some awareness of how the Elements of Music are used to create an intended effect</p> <p><b>Critical Engagement: Listening &amp; Appraising</b></p> <p>Identify some of the more 'basic' Elements of Music – e.g. pitch, tempo, dynamics, silence and duration when listening to and appraising a wide range of music</p> <p>Use a basic musical vocabulary to describe dynamics (e.g. loud, soft, getting louder, getting softer) and tempo (e.g. slow, fast, getting slower, getting faster) with a reasonable level of accuracy</p>	<p>I can:</p> <p><b>Playing: Singing &amp; Performing</b></p> <p>Accurately follow and realise a graphic score understanding the relationship of symbol to sound</p> <p>Perform the first and second parts of "Ode to Joy" with a good degree of accuracy in terms of pitch and duration using the correct fingering.</p> <p>Use an appropriate sound/voice/timbre sonority for a mostly well-rehearsed and accurate performance</p> <p><b>Creating: Composing &amp; Improvising</b></p> <p>Create and perform effective musical demonstrations illustrating one of the Elements of Music</p> <p>Create an effective piece of descriptive music showing clear awareness of how the Elements of Music have been used to create musical contrasts and create a simple graphic score to reflect their composition</p> <p><b>Critical Engagement: Listening &amp; Appraising</b></p> <p>Identify further Elements of Music e.g. Texture, Timbre, Sonority, Articulation when listening to and appraising a wide range of music</p> <p>Use correct Italian musical terms and musical symbols when describing dynamics (e.g. pp, p, mp, mf, f, ff) and some basic Italian terms used to describe tempo (Adagio, Andante, Allegro, Presto)</p>	<p>I can:</p> <p><b>Playing: Singing &amp; Performing</b></p> <p>Perform either both parts of "Ode to Joy" or a version with two hands/beaters using correct fingering and demonstrating a good understanding of pitch, duration, dynamics and articulation through a well-rehearsed and accurate performance</p> <p><b>Creating: Composing &amp; Improvising</b></p> <p>Create refined and well-rehearsed pieces of descriptive music which show how the Elements of Music can be manipulated, adapted and refined to achieve an intended effect, complete with an accurate graphic score</p> <p><b>Critical Engagement: Listening &amp; Appraising</b></p> <p>Use a detailed and more advanced musical vocabulary when describing Timbre and Sonority and words relating to Articulation (e.g. Staccato (detached), Legato (smooth))</p> <p>Use correct Italian musical terms and musical symbols when describing gradations of dynamics (e.g. crescendo (cresc.) &lt;, diminuendo (dim.) &gt; and tempo (e.g. accelerando (accel.), rallentando (rall.), ritardando (rit.)</p> <p>Describe how composers have manipulated the Elements of Music to create an intended effect in a variety of music from different times and places</p>	<p>I can:</p> <p><b>Playing: Singing &amp; Performing</b></p> <p>Perform either both parts of "Ode to Joy" or a version with two hands/beaters using correct fingering and demonstrating an advanced understanding of pitch, duration, dynamics and articulation through an exemplary performance</p> <p><b>Creating: Composing &amp; Improvising</b></p> <p>Create refined and stylistic pieces of descriptive music which show how the Elements of Music can be manipulated, adapted and refined to achieve an intended effect, complete with an accurate graphic score, demonstrating additional research</p> <p><b>Critical Engagement: Listening &amp; Appraising</b></p> <p>Use a detailed and advanced musical vocabulary when describing Timbre and Sonority and words relating to Articulation, demonstrating a high level of understanding</p> <p>Describe how composers have manipulated the Elements of Music to create an intended effect in a variety of music from different times and places, demonstrating additional knowledge gained from research</p>